



ANNIE BURNSIDE ELEMENTARY

7300 Patterson Road
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	295 Students	
Principal	Dr. Felecia Butler	803-783-5530
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

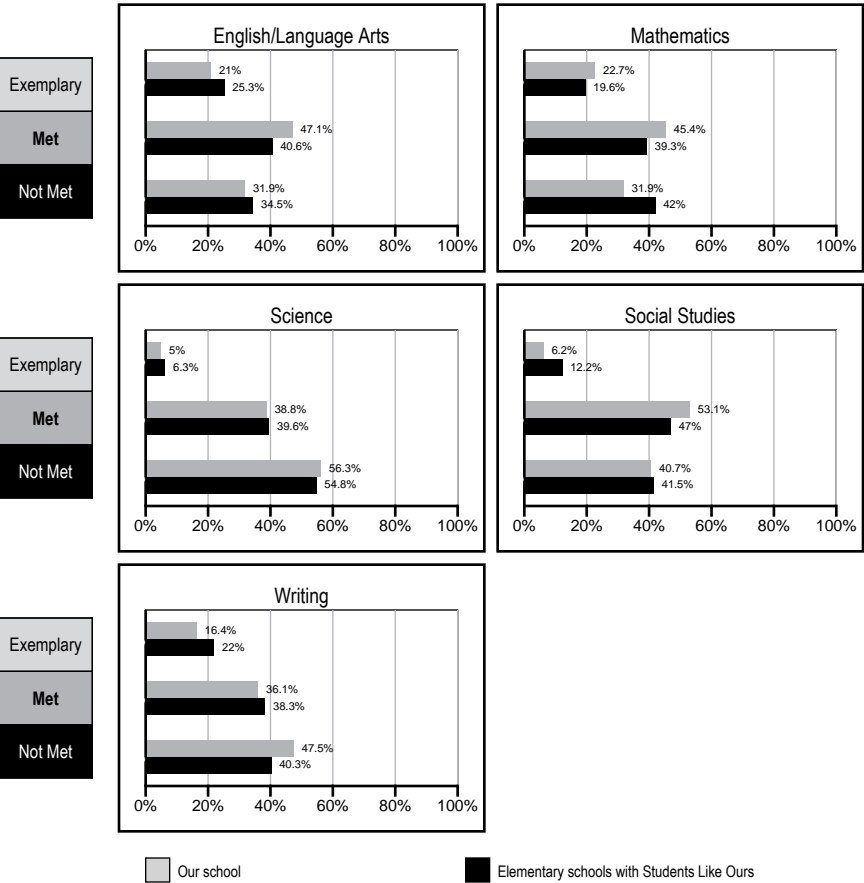
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	89	59	23

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=295)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 4.3%	1.5%	1.2%
Attendance rate	94.9%	Up from 94.7%	95.9%	96.1%
Eligible for gifted and talented	5.5%	Down from 5.8%	4.7%	11.7%
With disabilities other than speech	11.1%	Up from 7.3%	8.5%	8.0%
Older than usual for grade	0.4%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.1%	Down from 5.7%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	46.2%	Up from 37.0%	60.0%	60.5%
Continuing contract teachers	73.1%	Up from 66.7%	80.0%	84.6%
Teachers with emergency or provisional certificates	9.1%	Up from 8.7%	0.0%	0.0%
Teachers returning from previous year	75.2%	Down from 82.1%	83.6%	87.0%
Teacher attendance rate	93.0%	Down from 93.3%	95.4%	95.4%
Average teacher salary*	\$46,944	Up 2.1%	\$45,499	\$47,288
Professional development days/teacher	6.9 days	Down from 7.6 days	10.6 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	3.5	4.0
Student-teacher ratio in core subjects	14.8 to 1	Up from 14.2 to 1	17.3 to 1	19.2 to 1
Prime instructional time	87.1%	Up from 86.9%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.6%	Down from 93.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,522	Up 17.7%	\$8,599	\$7,548
Percent of expenditures for instruction**	77.3%	Up from 76.6%	68.1%	68.7%
Percent of expenditures for teacher salaries**	71.5%	No Change	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Burnside Elementary School faculty and staff continue to set high standards for our students. A variety of instructional strategies are offered to meet the needs of all learners. To differentiate instruction in math and reading, we employed additional personnel to reduce the class size. We also utilized a pull-out and push-in instructional model to provide supplemental instruction to students based on data. Low performing students were strategically targeted for assistance from certified teachers or instructional assistants and served for flexible periods of time. Additionally, on Tuesdays-Fridays for 20 minutes, all Bee Leaders and students dropped everything and worked on reading fluency and comprehension. To coordinate our focus on literacy, our full time Reading Teacher coached the teachers and structured flexible small group tutoring sessions for students. As a result of our efforts, our students read 16,056 books this school year and 50% of our reading classes had 100% of their students to meet the Governors Reading Honor Roll Challenge.

Brain-based instruction can be seen in the wide use of interactive SMART boards throughout the building to engage students in active learning opportunities. Additionally, while maintaining absolute commitment to state standards, teachers utilized internet accessible software programs to provide students with current materials and content that was more relevant to their lives.

Burnside Elementary received district recognition for the following: employing one of the top five classified employees in the district, district's Visual Literacy Winner in Book production, Puppetry, Computer Technology, Photography and Editorial Cartoon Contest. Our newly formed Odyssey of the Mind Team was named South Carolina State Champions for their division and went on to compete in the Global Finals in East Lansing, Michigan, coming in ninth place out of sixty-two teams from across the world. The Girls Excelling and Moving Successfully Club (GEMS) and the Honor Guards provided training and opportunities for targeted students to experience leadership and service opportunities. Our grade five students' performance on the district's instrument to measure students' growth in reading and math places our students among the top three schools in the district.

We began the 2010 school year as a Positive Behavioral Interventions and Supports (PBIS) school with three school-wide expectations for our students. Faculty and staff taught the expectations to the students and rewarded the students with individual or class Bee Bucks which students cashed in weekly for class-level prizes or monthly for school-wide celebrations that included limousine rides, water slides, bouncy houses, bowling and dances.

We are proud to have an active Parent Teacher Organization to help coordinate parental involvement and respond to the extra-curricular needs of the students and staff. While we appreciate those parents who have made education a priority in their homes, we need ALL parents to unite with the school's effort to help ALL students achieve at their maximum levels.

Mrs. Zelma Butler, SIC Chair

Dr. Felicia Butler, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	35	21
Percent satisfied with learning environment	52.0%	88.6%	70.0%
Percent satisfied with social and physical environment	80.0%	85.3%	72.2%
Percent satisfied with school-home relations	36.0%	94.3%	84.2%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	133	94.7	31.9	47.1	21	79	78.2	83.5	Yes	Yes
Gender										
Male	72	93.1	31.3	49.3	19.4	80.6	74.7	80.1	N/A	N/A
Female	61	96.7	32.7	44.2	23.1	76.9	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	93.3	89.6	I/S	I/S
African American	110	93.6	34.7	42.9	22.4	78.6	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	20	100	22.2	61.1	16.7	77.8	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	26	73.1	N/A	N/A	N/A	58.3	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	20	65	15	80	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	123	95.1	33	48.6	18.3	78	73.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	133	99.3	31.9	45.4	22.7	79	72	80.4	Yes	Yes
Gender										
Male	72	98.6	26.9	46.3	26.9	82.1	70.3	78.4	N/A	N/A
Female	61	100	38.5	44.2	17.3	75	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	90.2	87.8	I/S	I/S
African American	110	99.1	35.7	43.9	20.4	75.5	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	20	100	16.7	55.6	27.8	94.4	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	26	96.2	45.8	50	4.2	58.3	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	15	55	30	95	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	123	99.2	33.9	44	22	77.1	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	91	98.9	56.3	38.8	5	43.8	56.5	67.3
Gender								
Male	53	98.1	56.3	35.4	8.3	43.8	56.1	66.9
Female	38	100	N/A	N/A	N/A	43.8	56.8	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.3	79.6
African American	79	98.7	60.3	33.8	5.9	39.7	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	11	100	N/A	N/A	N/A	63.6	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	21	100	70	25	5	30	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	12	100	N/A	N/A	N/A	66.7	62.7	58.6
Socio-Economic Status								
Subsidized meals	81	98.8	60	35.7	4.3	40	46.5	55.4

Social Studies

All Students	91	100	40.7	53.1	6.2	59.3	64	70.9
Gender								
Male	43	100	37.5	52.5	10	62.5	61.9	70.1
Female	48	100	43.9	53.7	2.4	56.1	66.1	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.9	79.2
African American	72	100	42.9	50.8	6.3	57.1	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	16	100	40	53.3	6.7	60	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	100	58.8	35.3	5.9	41.2	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	18	100	35.3	58.8	5.9	64.7	65.2	68
Socio-Economic Status								
Subsidized meals	88	100	41	53.8	5.1	59	56.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	138	99.3	47.1	36.4	16.5	52.9	63.4	72.1	94.9	95.9
Gender										
Male	76	100	52.2	34.8	13	47.8	56.3	65.2	94.9	95.7
Female	62	98.4	40.4	38.5	21.2	59.6	70.4	79.2	94.9	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	80.8	94.4	96
African American	114	99.1	48	36	16	52	57.3	59.7	94.8	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	97.1	96.2
Hispanic	21	100	44.4	38.9	16.7	55.6	62.9	64.6	95.3	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	28	96.4	N/AV	N/AV	N/AV	29.2	21.1	27.7	93.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	45	40	15	55	60.7	63.7	95.8	96.3
Socio-Economic Status										
Subsidized meals	128	99.2	50.5	36.9	12.6	49.5	55.2	61.9	94.8	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	38	100	35.3	32.4	32.4	64.7
	4	35	100	33.3	48.5	18.2	66.7
	5	39	100	28.6	45.7	25.7	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	95.8	28.3	41.3	30.4	71.7
	4	49	89.8	35.7	45.2	19	64.3
	5	36	100	32.3	58.1	9.7	67.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	38	100	50	32.4	17.6	50
	4	35	100	24.2	54.5	21.2	75.8
	5	39	100	37.1	54.3	8.6	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	97.9	26.1	50	23.9	73.9
	4	49	100	40.5	45.2	14.3	59.5
	5	36	100	29	38.7	32.3	71
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	21	100	50	44.4	5.6	50
	4	35	100	45.5	51.5	3	54.5
	5	19	100	76.5	17.6	5.9	23.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	24	95.8	63.6	27.3	9.1	36.4
	4	49	100	52.4	42.9	4.8	47.6
	5	18	100	N/A	N/A	N/A	43.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	17	100	N/AV	N/AV	N/AV	62.5
	4	35	100	30.3	66.7	3	69.7
	5	20	100	16.7	66.7	16.7	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	24	100	34.8	56.5	8.7	65.2
	4	49	100	45.2	50	4.8	54.8
	5	18	100	37.5	56.3	6.3	62.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	38	100	55.6	22.2	22.2	44.4
	4	36	97.2	39.4	42.4	18.2	60.6
	5	38	100	22.9	54.3	22.9	77.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	100	54.2	29.2	16.7	45.8
	4	49	98	56.1	29.3	14.6	43.9
	5	38	100	25	56.3	18.8	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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